

Disability Awareness Month

INCREASING CULTURAL AWARENESS AND INCLUSION

When people of all ethnicities and abilities work together, employees run businesses more productively, organizations represent the people they serve and students learn new perspectives. A culturally diverse workforce or classroom might also be more creative and better reflect the diversity of the population.

Unfortunately, prejudice can keep people from understanding one another. These prejudices frustrate people of color and people with disabilities. Their abilities and contributions are often overlooked, whether they are at a job interview, committee meeting or in the classroom. But people of color with disabilities can face double discrimination and a double disadvantage in our society.

You can initiate change. In your own ethnic or disability community, you can promote understanding in several ways and make opportunities available for people of color with disabilities, as well as for yourself. This packet will bring you up to speed on ethnic and disability issues, equip you with tools to cultivate greater community participation among both groups and assist you in breaking down physical and attitudinal barriers.

General Cultural Beliefs

Cultural perspectives on disability issues vary among ethnic groups. While specific beliefs and practices might vary on an individual basis, many people within an ethnic group often share general beliefs. In order to build understanding about disabilities, it is important to know how various ethnic groups tend to view disabilities. For example, many Hispanic cultures

believe that a disability could be a punishment from God and, therefore, a source of shame and guilt, according to the Louisiana Advocacy Center for the Elderly and Disabled.

Although many variations exist among Native American tribes, there is a general belief in the interaction of spirit, body and mind in relation to illness, according to C.S. Locust's "American Indian Beliefs Concerning Health and Unwellness." Many tribes believe wellness is rooted in the concept of harmony, with unwellness seen as disharmony in the body, mind and spirit. They only accept disabilities which are perceived to be part of an individual's harmony.

African Americans with disabilities are often accepted with fewer stigmas than Caucasians with disabilities are accepted among the Caucasian population, according to the report "Building Cultural Competence in the Disability Community," which was supported by the Washington D.C. Developmental Disabilities Council. However, among Asian Americans, disabilities might be associated with punishment for past sins. Also evident among Japanese Americans is a reluctance to bring children with developmental disabilities for services because of a sense of shame, a belief in fate and a strong sense of privacy, the study reports.

Checklist to Break Down Barriers

Sometimes people of color with disabilities seek the services and supports available to them, but cultural or physical barriers restrict their access. Businesses, disability organizations, places of worship and school systems might lack bilingual personnel, ethnic outreach programs or sufficient numbers of staff members who represent ethnic and cultural groups.

The first step in breaking down barriers to people of color with disabilities is to evaluate your school or place of business for its cultural sensitivity. Organize a committee (with ethnic representation) to identify and address these common barriers to accessible services:

- Lack of desire or interest in serving persons from different backgrounds with different beliefs or languages.
- Fear of serving persons from different cultural backgrounds.
- Lack of a multicultural staff, board and council members.
- Lack of people of color in management positions that deal with hiring, training, policymaking, etc.
- Prejudices, stereotypes held by staff, board and council members.
- Locations of service facilities in an area where transportation is a problem and in a building where architectural barriers are present.

- Methods of communication that are inaccessible by members using a different language (includes printed materials).
- Failure of your school, business or organization to explain its mission so that persons from a different cultural background with different beliefs and languages can understand.

After a thorough evaluation of the environment in which people of color with disabilities interact with your organization, you should develop a plan of activities to remedy problems – both physical and attitudinal.

Included in this packet are fact sheets on specific cultures describing the correlation between the ethnic group and disability. You might use these sheets to help acquaint your staff, associates or students with the issues specific to each culture. The sheets address health, education, employment, language barriers and services as they relate to people of color with and without disabilities.

The packet also includes resource lists of multi cultural publications and organizations that address various aspects of multi cultural issues. The list includes one of the best comprehensive resources for this type of information relative to disability: the National Council on Disabilities, Cultural Diversity Advisory Committee.

Cultural Activities for Children

You can teach children in your classroom or community group about cultural differences and similarities with effective, hands-on activities. Following are lessons plans from VSA arts of Indiana. The packet also includes a list of multicultural books for children and young adults.

Faces of Many Colors

Lesson Plan 1

Objectives: To develop acceptance and value of diversity among people. To learn the fundamentals of weaving.

Materials: Yarn, cardboard looms (one per student) or heavy-duty cardboard, buttons, ribbons.

Motivation: Look at weavings from India, Navajo Native Americans and others. Discuss looms, warp, weft and other basics of weaving. Discuss how all our skin colors make a beautiful world. We will use some of these colors to create a beautiful piece of artwork.

Procedure: Give each person a small piece of sturdy cardboard or a loom. (The size of the loom will determine the size of the end product when all weavings are stitched together.) If using sturdy cardboard, cut a notch every 1/4” along the top and bottom of the loom. Have a large assortment of yarn in “people colors.” Have children choose one. String yarn from top to bottom

and from the left to the right side. Weave the entire loom for the background color of the face. Make sure a good selection of face colors is available so the resulting artwork shows how colorful society is. Remove weaving from the loom by cutting across the back and then tying ends together. Use yarn, buttons, ribbon or stitchery to create each person's own face. Stitch all faces together to create a colorful wall hanging of faces. Add fringe.

Variation: Use a "Friendly Loom," a large loom that is available in most art catalogs. Have the entire class work on one large weaving. The Friendly Loom is large enough for five or six students to weave at one time. Weave different bright colors as a background. Have students weave different colored faces. When finished, have students use yarn, buttons, etc. to complete the face designs. A booklet that accompanies the loom illustrates this project.

Resources: Friendly Loom by Harrisville Designs, *People* by Peter Spier, *Weaving on Simple Looms* by Green.

Welcome to My Window

Lesson Plan 2

Objectives: To appreciate architectural styles of different cultures. To create a window of your own or recreate a cultural style. To visually demonstrate cooperation among various cultures.

Materials: Cardboard, markers, crayons, construction paper, collage materials

Motivation: This is a good lesson to culminate or introduce other cultures and their architecture. Have a selection of pictures of housing from other cultures. Examples might include ornate wooden carvings from Russia or the style of the Pennsylvania Dutch. Discuss that all people need and have windows (not necessarily with glass). Discuss that people all over the world have similar needs (housing, food, clothing, etc.). People are people no matter where they live.

Procedure: Draw and cut out a window the size and shape desired, or provide children with the size cardboard you want their window to be. Prepare a background to glue the window onto. The background is the room seen inside the window. Use collage materials to design the room (curtains, pictures, etc.). On a separate sheet, draw a portrait of self and friends together. Cut out and glue into the room. Glue the window over the room. Clear plastic can be added for effect. Group windows together for display or display separately.

Variation: Glue several people in the window, each of a different nationality. ... OR ... Create a self portrait dressed like the culture from which the window design was derived. ... OR ... Make up your own style of window with people from many cultures welcome inside (or show people with disabilities, people from many professions or age groups).

Hispanic Fact Sheet

Hispanic Americans comprise the second-fastest growing minority group in the United States after Asians. The number of residents of Hispanic origin increased by 53 percent between 1980 and 1990, according to Census Bureau data.* People of Hispanic origin can be of any race.

What percentage of Hispanic Americans live with disabilities?

Group	No. Ages 15-64	No. w/ disability	Percent w/ disability
Persons 15-64 years	169,370,000	31,139,000	18.4
Caucasian, not Hisp.	127,119,000	23,599,000	18.6
African American	20,863,000	4,188,000	20.1
Native American, Eskimo, Aleut	1,270,000	329,000	25.9
Asian/Pacific Island	5,706,000	628,000	11.0
Hispanic origin	16,816,000	2,830,000	16.8

Source: U.S. Bureau of the Census, Housing and Household Economic Statistics Division; data collected from October 1993 to January 1994. For more information contact Jack McNeil, (301) 763-8300.

Hispanic Americans have significant health problems that undermine the community.**

- **The risk of AIDS among African-American and Hispanic-American men was almost three times that of European-American men in 1989. Nineteen percent of all female cases of AIDS were among Hispanic-American women.**
- **Hispanic Americans are three times more likely to experience alcohol-related problems than persons in the general non-Hispanic population. Alcohol is the most frequently abused drug, followed by marijuana, cocaine and heroin. Hispanic Americans have a higher than average use of inhalants.**

Language barriers provide obstacles to service for people with developmental disabilities, according to the California State Plan for 1992-1994, drafted by the state's developmental disabilities council:

“Non-English speaking families may require significantly more assistance by case managers to interpret, explain and facilitate access to available services. If translation services are needed, meeting times are generally two to three times longer than meetings where one language is spoken.”*

**Building Cultural Competence in the Disability Community: A Resource for Developmental Disabilities Councils. Tecla Jaskulski. National Association of Developmental Disabilities Councils, 1993. ** Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. National Council on Disability, 1993.*

Hispanic Fact Sheet

Los Hispanos-Americanos son el grupo mas creciente en los Estados Unidos, después de los Asiáticos. El numero de residentes de origen hispano aumento por 53% entre 1980 y el 1990, segun informacion del censo. Personas de origen hispano pueden ser de cualquier raza.

“Que porcentaje de hispano-americano, entre las edades de 15 a 64 años, tiene impedimentos?”

Grupo	Población 15-64	con Impedimentos	% con Impedimentos
Personas 15-64	169,370,000	31,139,000	18.4%
Cáucaso	127,119,000	23,599,000	18.6%
Africano-Americano	20,863,000	4,188,000	20.1%
Americano Nativo, Esquimal, Aleude	1,270,000	329,000	25.9%
Asiático/Islas Pacificas	5,706,000	628,000	11.0%
Hispano	16,816,000	2,830,000	16.8%

**Origen: Estadísticas del Censo de los Estados Unidos de poblacion de residentes a partir de 1993.*

Hispanos Americanos tienen problemas significantes de salud que perjudican la comunidad. **

- **El riesgo de Sida entre hombres Africano-Americanos y Hispano Americanos era casi tres veces el de hombres Europeo Americanos en el 1989. El 19% de todos los casos femeninos de Sida sucedieron entre mujeres Hispana-Americanas.**
- **Los Hispano-Americanos tiene tres veces la probabilidad de incurrir problemas relacionados al alcohol que personas de la poblacion general no-hispana. El alcohol es la droga que se abusa on mas frecuencia seguida por la marijuana, cocaína y heroína. Hispano-Americanos llevan el uso de inspirantes mas alto que el promedio.**

Las barreras de lenguaje presentan obstáculos en proveer servicios a personas con impedimentos de desarrollo según el Plan Estatal del Estado de California del 1993-1994, escrito por el concilio de impedimentos de desarrollo:

“Familias que no hablan inglés pueden requerir mas asistencia significante de trabajadores sociales para interpretar, explicar, y facilitar el acceso a servicios existentes. Por lo general una conferencia que requiere el uso de un interprete, toma de 2-3 veces mas tiempo que una donde se habla un solo lenguaje.”

**Building Cultural Competence in the Disability Community: A Resource for Developmental Disabilities Councils. Tecla Jaskulski. National Association of Developmental Disabilities Councils, 1993. ** Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. National Council on Disability, 1993.*

Native American/Native Alaskan Fact Sheet

Native Americans and Native Alaskans comprise the smallest minority group in the United States, but they have the *highest percentage of members with disabilities*, compared with all other Americans.

Group	No. Ages 15-64	No. w/ disability	Percent w/ disability
Persons 15-64 years	169,370,000	31,139,000	18.4
Caucasian, not Hisp	127,119,000	23,599,000	18.6
African American	20,863,000	4,188,000	20.1
Native American, Eskimo, Aleut	1,270,000	329,000	25.9
Asian/Pacific Island	5,706,000	628,000	11.0
Hispanic origin	16,816,000	2,830,000	16.8

Source: U.S. Bureau of the Census, Housing and Household Economic Statistics Division; data collected from October 1993 to January 1994. For more information contact Jack McNeil, (301) 763-8300.

Native Americans have significant health problems that undermine the community.*

- **Alcoholism and suicide rates among Native Americans are significantly higher than in the majority population. Alcohol-related deaths occur four to five times more often among Native Americans than among all other races.**
- **The death rate of Native Americans younger than age 45 is high because of unintentional injuries, homicide, suicide, cirrhosis, pneumonia and diabetes.**

Many Native American languages do not have specific words for types of disabilities. In fact, acceptance of a disability is related to the concept of harmony within the individual.**

- **For example, the Yaqui language describes people with retardation or mobility impairment as not completed, but incompleteness is not considered unwellness if the condition is part of the person's harmony (Locust, 1985).**

** Source: Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. The National Council on Disability, 1993. ** Building Cultural Competence in the Disability Community: A Resource for Developmental Disabilities Councils. Tecla Jaskulski. National Association of Developmental Disabilities Councils, 1993*

African American Fact Sheet

African Americans have the worst health status among minority groups, and a disproportionate number of the group's members live below the poverty level – at least 31.1 percent.* Only Native Americans report a higher incidence of disabilities.

Group	No. Ages 15-64	No. w/disability	Percent w/disability
Persons 15-64 years	169,370,000	31,139,000	18.4
Caucasian, not Hisp	127,119,000	23,599,000	18.6
African American	20,863,000	4,188,000	20.1
Native American, Eskimo, Aleut	1,270,000	329,000	25.9
Asian/Pacific Island	5,706,000	628,000	11.0
Hispanic origin	16,816,000	2,830,000	16.8

Source: U.S. Bureau of the Census, Housing and Household Economic Statistics Division; data collected from October 1993 to January 1994. For more information contact Jack McNeil, (301) 763-8300.

Special Education: After the passage of Public Law 94-142 in 1975, 10 million children were described as “educably mentally retarded.” Of that group, 43 percent were African American. Since then, researchers have found that minority students are placed more often and spend more time in special education programs than non-minority students, and that certain minority students don’t belong in special education programs or have been given inappropriate learning goals.*

Access to Services: Of 213,842 persons rehabilitated in 1989, only 17.5 percent were African Americans. In contrast, 80 percent were European Americans.*

A 1982 study found that more time was required for African Americans to be accepted for vocational rehabilitation services than for European Americans.*

Employment: Seventy-eight percent (**78%**) of African Americans with disabilities are unemployed. Those with disabilities who are employed earn 38 percent less than all other African Americans. Among all Americans with severe disabilities, 76 percent are unemployed, and those who do work earn 35 percent less than all other workers without disabilities.**

**Source: Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. The National Council on Disability, 1993. ** President's Committee on Employment of People with Disabilities. October 1995*

Multicultural Book List for Children and Young Adults

Multicultural literature can help youth and teens increase self-esteem, learn new social skills and understand their own behavior – as well as the behavior of others. Following is a list of books from *CEC Today*, a publication of the Council for Exceptional Children, that positively reflects diverse groups and their values. These books will appeal to youth and young adults from diverse cultures and the majority culture.

Early Elementary Grades

Adler, D.A., *Jackie Robinson: He was the first*. (biography, dealing with conflict)

Bruchac, J., *The first strawberries: A Cherokee story*. (friendship, how to speak to others)

Garcia, M., *The adventures of Connie and Diego/Las aventuras de Donnie y Diego*. (affirming experiences for children who are Hispanic)

Goss, L. & Barnes, M.E., *Talk that talk: An anthology of African-American storytelling*.

Greenfield, E., *Nathaniel talking*. (rap, family relationships)

Hoffman, M. & Binch, C., *Amazing grace*. (affirming)

Myers, W.D., *Brown Angels: An album of pictures and verse*. (affirming)

Upper Elementary Grades

Hamilton, V., *The people could fly: American black folktales*.

Hansen, J., *Yellow bird and me*. (addressing urban children, foster care, extended families and African American communities)

Jaffe, N., *Older brother, Younger brother*. (honor and good versus greed)

Lionni, L., *Swimmy*. (brains over brawn, cooperation)

Stanek, M., *I speak English for my mom*. (experiences of a child who is Hispanic speaking English for a parent)

Surat, M.M., *Angel child, Dragon child*. (American and Vietnamese students become friends after initial conflict)

Middle/Junior High School

Ashabranner, B., *An ancient heritage: The Arab-American Minority*.

Brown, K., *Willy's summer dream*. (overcoming learning disabilities, improving self-confidence)

Childress, A., *A hero ain't nothing but a sandwich*. (story of a 13-year-old's addiction to drugs)

Cwiklik, R., *Sequoia*. (development of the Cherokee alphabet)

Hamilton, V., *A little love*. (story of two urban teens)

Myers, W.D., *Scorpions*. (a realistic story of urban life from the perspective of a young male)

Sattler, H.R., *The earliest Americans*.

High School

Ashabranner, B., *To live in two worlds: American Indian youth today*. (nonfiction)

Ashabranner, B. & Ashabranner, M., *Into a strange land: Unaccompanied refugee youth in America*. (nonfiction, immigrant teens share personal stories)

Bode, J., *New kids on the block: Oral histories of immigrant teens*.

Dawsey, D., *Living to tell about it: Young black men in America speak their piece*. (young men address contemporary social issues)

Myers, W.D., *Motown and Didi: A love story*. (fiction-urban love story)

Soto, G., *Baseball in April: And other stories*. (stories of typical social experiences for teens who are Hispanic)

Wallin, L., *Ceremony of the panther*. (behavior of youth who are Native American)

Multicultural Publications Resource List

American Indian beliefs concerning health and unwellness. (1985) Locust, C.S. Tucson AZ: University of Arizona. A summary of 10 beliefs commonly found among Native American peoples and tribes that are relevant to their perspectives on disability. Includes how Native American and non-Native American beliefs can intersect, and a discussion specific to developmental disabilities. Available from the Native American Research and Training Center—contact information on the following list.

American Indian cultural perspectives on disability (1987) Joe, J. R., & Miller, D Tucson AZ: University of Arizona. This monograph offers insight into the cultural dimension of disability specifically related to the American Indians. It looks at some common perceptions of disability and discusses the Indian and non-Indian traditions and approaches regarding attitudes toward disability. Available from the Native American Research and Training Center—contact information on the following list.

Developing Cultural Self-Awareness by Beth Harry, University of Maryland article presents a discussion of the need for early interventionists to develop awareness of certain cultural assumptions underlying their practice. A wide range of literature on cultural differences is used to identify five areas of potential dissonance between professionals and families from culturally diverse backgrounds. <http://www.casenet.org/library/culture/culture-aware.htm>

Developing culturally competent programs for families of children with special needs and its companion volume, *Workbook for developing culturally competent programs for families of children with special needs.* Available from CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center, 3800 Reservoir Road, N.W., Washington, D.C. 20007; (202) 687-8635 (voice).

Disability & diversity. This extensive bibliography summarizes more than 200 resources on cultural diversity, ranging from research reports to newsletters. This is available from the Massachusetts Developmental Disabilities Council by calling (617) 727-6374 (voice).

"Disability matters in tribal communities" Summary of the Native American forum: National Council on Disability, June 21, 2004. The National Council on Disability (NCD) invited public participation in the Native American Forum (Native Forum) to provide a dialogue opportunity for learning about issues and concerns linked to federal policy and to obtain authentic perspectives from [the participants] including people with disabilities, their families, other advocates, tribal and state leaders, service providers and other disability professionals. Available from the National Council on Disability, – contact information on the following list.

Diversity: Our Strength and Our Future address for Asian-Pacific American Heritage Month by Frank Wu; May 1999 Discusses who the Asian and Pacific Americans are: a diverse mix of peoples whose background comes from more than half of the globe: from the Pacific Ocean and the Pacific Rim, to the largest continent, Asia and how the interweaving of different peoples that results in the richness and beauty and the strength of the tapestry of our nation. Available online from the Freeman Institute: <http://www.freemaninstitute.com/diversityasian.htm>

Many Communities... one Indiana: Indiana's best practices Celebrating Diversity, a resource manual of diversity programs and activities provided by the Indiana Civil Rights Commission Go to <http://www.in.gov/icrc/pubs/bestpractice/> or contact the Civil Rights Commission – information on the following list

Meeting the unique needs of minorities with disabilities: A report to the President and the Congress. A report by the National Council on Disability. Summarizes cross-cutting and individual cultural factors in relation to prevalence of disability, empowerment, education, vocational rehabilitation and employment, mental and physical health, substance abuse, prevention of disabilities, and research needs. Available from the National Council on Disability – contact information on the following list.

Outreach and People with Disabilities from Diverse Cultures: A Review of the Literature
The objectives of the review were to articulate the principal themes of outreach, describe outreach models, illuminate the many challenges to effective outreach, and to document the nature and prevalence of national disability/diversity outreach by the federal government. Available from the National Council on Disability – contact information on the following list.

Same struggle, different difference: civil rights policy forum” Forum summary paper - March 29, 2005 – Washington, DC The National Council on Disability (NCD) groundbreaking public policy forum to create greater knowledge and understanding of the areas where the disability policy agenda and the broader civil rights agenda are in alignment. Available from the National Council on Disability, – contact information on the following list.

“Services to minority populations: What does it mean to be a culturally competent professional?” and “Developing cultural competence for agencies.” Articles from the bulletin of the Research and Training Center at Portland State University. Available from CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center, 3800 Reservoir Road, N.W., Washington, D.C. 20007; (202) 687-8635 (voice).

“State of our black youth report, 2005” Commissioned by Indiana Black Expo, Inc. and conducted by the Indiana Youth Institute, presents statewide statistics as well as local data for 14 communities. Contact the Black Expo – information on the following list.

“Understanding Asian Family Values” by Walter Philips, manager of behavioral health, Union of Pan Asian Communities, San Diego, CA. This article is adapted from Volume 10, Number 1, 1996, of The Roundtable, the journal of the National Resource Center for Special Needs Adoption, Spaulding for Children, Southfield, Minnesota. © 1996 Walter Philips. Provides some beginning strategies in working with Asian American families and children. Discusses some common values based on principles in three main Eastern philosophies: Buddhism, Confucianism, and Taoism. <http://www.casanet.org/library/culture/asian-values.htm>

Multicultural Organization Resource List

Asian Culture Center
807 E. Tenth Street
Bloomington, IN 47408
(812) 856-5361
acc@indiana.edu
www.indiana.edu/~acc

Asian Help Services
609 E 29th St # 2
Indianapolis, IN 46205
(317) 924-4827

CASA Net Culture and Diversity Articles
On Line articles on Cultural issues
<http://www.casanet.org/library/culture/>

Eiteljorg Museum of American Indians
500 West Washington St.,
Indianapolis, IN 46204
(317) 636-9378
<http://www.eiteljorg.org/>

Indiana Black Expo Inc.
3145 N. Meridian St.
Indianapolis, IN 46208
(317) 925-2702 (voice)
<http://www.indianablackexpo.com/>

Indiana Civil Rights Commission
100 North Senate Ave,
IN Government Center North, Rm N103
Indianapolis, IN 46204
(800) 628-2909
<http://www.in.gov/icrc/>

Indiana State Hispanic Chamber of
Commerce
2511 East 46th Street
Corporate Square, S-U3
Indianapolis IN 46205
Phone:(317) 547 - 0200
<http://www.ishcc.com/>

International Center of Indianapolis
32 E. Washington St., Ste. 1625
Indianapolis, IN 46204
(317) 636-6551 (voice)
<http://www.icenterindy.org/>
info@icenterindy.org

International School of Indiana
4330 N. Michigan Rd.
Indianapolis, IN 46208
(317) 923-1951
<http://www.isind.org/education/components/scrapbook/>

Miami Nation of Indiana:
P.O. Box 41
Peru, IN 46970
<http://www.miamiindians.org/>

National Council on Disability
Cultural Diversity Committee
1331 F St., NW, Suite 1050
Washington, D.C. 20004-1107
(202) 272-2004 (voice)
(202) 272-2022 (fax).
<http://www.ncd.gov/newsroom/advisory/cultural/cultural.htm>

National Urban League
609 E. 29th St.
New York, NY 10005
(212) 558-5300 (voice)
<http://www.nul.org/>

Native American Research Center
University of Arizona
1642 East Helen, Tucson, AZ 8571
(602) 621-5075
www.fcm.arizona.edu/research/nartc/

Wea Indian Tribe of Indiana:
643 Mulberry St
Clinton, IN 47842
<http://www.weaindiantribe.com/>